**School Strategic Plan 2018-2022**

The Lakes South Morang P-9 School (8846)



Submitted for review by Kerrie Heenan (School Principal) on 13 December, 2018 at 09:40 PM  
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| School vision | Vision The Lakes South Morang P-9 School works as a team to support student inclusion, enhance respectful relationships and engage all students; to achieve learning success, build personal confidence and aspire to inspire others as leaders and global citizens.  Teaching Practice • Teachers will work in collaborative teams to effectively plan and cater for differentiated and targeted learning • Teachers will support and monitor student progress through the collection of accurate and effective data • Teachers will deliver programs which reflect the needs of students and are aligned with current curriculum and whole school initiatives The Learning Environment • Will be a stimulating, safe and supportive environment where students value their learning • Will be created to provide students with the opportunity to work independently and / or collaboratively with their peers or staff members • Will be engaging, inviting, show pride in student learning and celebrate student achievement • Will be committed to zero tolerance of child abuse The Staff • Will work towards continuous improvement of their own professional practice through individual and peer reflections, observations and discussions • Will show flexibility, positivity and commitment to improving student outcomes  • Will take responsibility for their punctuality, preparation and engaging learning spaces  Professional Learning Teams • Will come prepared for PLT meetings with a focus on student learning and improved student outcomes using evidence based strategies • Will value the opportunity to plan, moderate and build on their own skills and abilities as a working group and as individuals  21st Century Learning • Programs will be delivered which align with 21st Century initiatives that enhance the use of digital technology  • Programs will be created that support Deeper Learning and encourage the development of character, citizenship, collaboration, communication, creativity and critical thinking  Communication • Staff will communicate with each other in a professional, timely and effective manner • Staff will communicate effectively with parents and students offering supportive feedback and advice in celebrating achievements, resolving concerns and moving forward   Our powerful statements of belief guide our practice and include: • All students can learn and become confident lifelong learners. • All students are unique individuals to be equally valued and nurtured. • Teachers teach best when they are able to build positive relationships based on mutual respect and trust. • Teachers are adult role models and can teach students many skills and social competencies that apply beyond the normal classroom. • Students learn best when they are actively involved and have a voice in their learning.  At The Lakes engaging Learning strategies are employed to encourage agency and build capacity while the school purpose reflects high expectations and the right to dream big. |
| School values | The Lakes South Morang P-9 School employed School Wide Positive Behaviour Supports (SWPBS) to enhance our positive school culture. Through this, four core values were selected via extensive consultation and collaboration with all members of the school community including students, parents and teachers. The four core values are Learning, Teamwork, Leadership and Respect. These values underpin all that we aim to achieve at The Lakes and represent the views and expected behaviours of our school community.  Learning Be a learner by: • Challenging ourselves and aiming high • Taking responsibility for your own learning • Taking risks and learning from mistakes • Taking pride in our achievements • Seeing problems as opportunities • Asking questions and finding answers • Thinking creatively • Understanding that we all learn differently • Making positive contributions to the learning environment  Teamwork Be a team player by: • Showing belonging by cooperating with others • Supporting others with their learning • Supporting each other in a common goal • Working collaboratively with a variety of others  • Sharing responsibility and ownership • Being a part of something bigger than ourselves • Committing to team spirit and school pride • Helping, encouraging and caring  • Being inclusive and fair to all  Leadership Be a leader by: • Showing our personal best at all times • Always trying our hardest and believing in ourselves • Being willing to take risks and try new things • Feeling proud of our achievements and successes • Setting examples for others in our work, effort and behaviour • Taking responsibility for our actions • Leading by example • Being a positive role model  Respect Be respectful by: • Considering and caring for ourselves and others  • Being responsible for our environment • Treating others the way we would like to be treated  • Valuing all within our community • Listening to others and using manners when communicating • Taking care of our property and other people’s belongings • Showing honesty • Accepting others for who they are • Considering the learning needs of others |
| Context challenges | The Lakes South Morang P–9 School is a dual campus school of 800 students situated in the north of Melbourne and is part of a rapidly growing corridor in the city of Whittlesea. The school is a diverse community with a representative mix of many cultures. The school community lives by the four core values of Respect, Leadership, Teamwork and Learning and these form the basis of our strong “Effective Schools are Engaging Schools” policy and the cornerstone of our School wide Positive Behaviours Framework. In 2018, the school employed 72 staff members which is comprised of 4 Principal class officers, 69 teachers and 21 Education Support staff. Of those, 16 teachers and 10 Education Support staff members worked in a part time capacity.   The Lakes School is a vibrant learning environment with an innovative approach to curriculum. The school enjoys facilities purpose built for 21st Century learning and the key purpose is to challenge and empower all students to strive for personal excellence and ongoing growth and development. The Learning Streets on both the Early Years and Middle Years Campuses are a focal point for curriculum delivery and educators work collectively in learning teams to deliver quality teaching and learning focused on Literacy, Numeracy and an inquiry-based, integrated curriculum. The innovative use of ICT is embedded in all areas of the curriculum to support the development of every student in reaching their full potential. Driven by high expectations, self-belief and permission to dream big, The Lakes staff see collaboration, connection and contribution as the underpinning protocols within the school.  Our school is culturally diverse with a representative mix of many cultures. On any given day you can see learning groups composed of students from Europe, the Middle East, Africa, Asia and the Pacific region sharing different experiences and strengthening their knowledge. There are 36 languages spoken by our families and 180 students from EAL backgrounds. The School Family Occupation (SFO) index score of 0.4174 on the Early Years Campus (EY) and 0.4804 on the Middle Years Campus.  School facilities are outstanding with each campus having multiple spaces that are purposely designed to allow for a range of learning experiences and choices. The learning spaces are flexible in design, allowing for adaptable internal and external learning. The school’s 21st century learning landscape includes specialist facilities in the performing and creative arts, science, technology, physical education together with multiple outdoor learning centres. The school’s ICT rich infrastructure enables programs that operate in single year neighbourhoods to drive curiosity through an integrated inquiry approach. The Lakes School continues to develop its grounds and facilities to ensure learning can, and will, occur anywhere, anytime. In October 2018 , the Minister of Education announced the school will move towards senior school provision commencing with Year 10 in 2020.  There are a total of 8 Leading Teachers and Learning Specialists . The team has worked tirelessly to establish a consultative and transparent model of shared responsibility and distributive leadership structure. This Leadership Team has been strategically devised to equally cater for and address: Curriculum, Wellbeing and Engagement. The Lakes believes this approach provides a strong foundation for improving student learning and learning opportunities across the school. The staffing mix has evolved over the 12 years of operation to have increased capacity and professional maturity which is reflected in a more balanced mix of teacher experience and expertise. The energy and commitment of the staff is extraordinary and acknowledged by the school community. Organised across two campuses, the grade structure is vertical and there is a strong emphasis on literacy and numeracy. Programs are differentiated to cater for all elements and levels of student learning across the school.  We have a commitment to fostering student wellbeing through a range of support programs across the school, including but not limited to: Breakfast Club; Hands on Learning; and a suite of other targeted wellbeing/welfare initiatives. Equal to this is the range of student leadership opportunities we provide through Young Leaders, Advance, SRC and our Academies. As a cornerstone of our local community, we strive to build partnerships with the local organisations, agencies and local government to further enhance opportunities for students and their families. community.  The school promotes and fosters an inclusive, consultative and collaborative approach to communication with all members of the school community. The leadership structure of our school provides informal and formal opportunities for all members of the school community to actively participate in decision making processes. All teachers provide timely and targeted feedback to students on their work, specifically through continuous feedback to students and their parents.  Continuous feedback to parents is provided in a variety of forms: • Parent information sessions that are held across P -9 to allow for students to highlight their learning and progress in the form of a Celebration of Learning Evening, Expos, and Medieval and Ancients celebrations etc. • Meet and Greet sessions are held at the beginning of each year and more regularly on demand • Student progress reports are provided at the end of Terms 1, 2 and 3.  • End of semester reports are provided at the end of Terms 2 and 4.  • Cohort information is uploaded on the website and highlighted in the fortnightly newsletter. • Individual student success is celebrated as part of the weekly assemblies on Early Years and the end of term assemblies on Middle Years. We believe that feedback on student progress should not be a surprise to parents and that feedback to students is ongoing. We present this to students (and parents) in the form of rubrics, video analysis, test results and verbal discussions. Involving students in discussions around their results allows for negotiated learning tasks and meaningful future goal setting.   In October 2018, our School Review identified the following challenges that will form the next School Strategic Plan: 1. To carefully track NAPLAN data in literacy and numeracy and target a state mean average in student achievement with a significant focus on differentiation, extension and point of need learning.  2. To establish a clearly defined instructional model for learning that is widely adhered to and practiced by all staff across both campuses of the school 3.To systemically build student agency into all areas of the curriculum in an effort to exceed state mean benchmark data in the Student Attitude to School Survey 3. To build our school pride with clearly articulated school protocols and staff non negotiables as part of the whole school rebranding process that will involve changes to the school name, uniform and reflect the changing perception of our community demographic. |
| Intent, rationale and focus | The School is committed to the following intent in the next School Strategic Plan: a. establish a clearly defined Instructional Model of Learning using the FISO Practice Principles of Excellence in Teaching & Learning  b. resource and target a literacy reading program modeled and auspiced by the Region's Literacy Partners program c. build staff capacity in analysing & triangulating student achievement data in a systemic evidence only basis that focuses directly on student point of learning d. develop a system of deeper & effective reflection and sharing amongst staff and students and subsequently building a culture of student centred learning  e. review the existing teacher protocols and non- negotiables, identify areas that prevent recognition and reputation development and highlight areas that need to better communicate extrinsically.  f. strengthen the understanding of the Behavioural Management System with a focus on improving consistency and student agency.  The impact of these priorities will improve the teaching & learning approaches and our commitment to embracing our pedagogy because a. our staff will be responsible for the implementation of a consistent and defined approach to planning, lesson structure, student behaviour management and point of need learning  b. our students will be responsible for their learning by working with staff to develop targets and goals and implementing a range of strategies to share and reflect on their progress and achievement c. our communications with our school community will evolve to reflect growing expectations regarding student achievement, senior school provision and professional conduct d. our level of collaboration and effective use of the adaptable learning environment will harness a dynamic response to facilitated learning and improved decision making  e. our documentation and accountabilty data will be better managed and user friendly for purposeful reporting providing good access for benchmarking and tracking on the way to meeting the strategic targets.  Over the next four years the school will implement a meeting structure that directly focuses on the key targets of the strategic plan. There will be a dedicated staff meeting time for the development and implementation of each priority. Staff will be required to highlight their roles and responsibilities within each priority area in their professional learning plan, monitoring their progress and highlighting their achievements & challenges. Team will use their PLT time to plan and reflect collectively against the targets for individual students. The school leaders will oversee the teaching & learning program by having an area of responsibility in a specified learning team : P-2. 3-4. 5-6 & 7-9. Welfare and wellbeing leaders will compliment the drive for improved student outcomes by harnessing the positive learning environment and engaging all students in an inclusive, safe and cooperative learning environment. The leaders will be responsible for implementing a consistent and coherent student management system supported by a growth mindset and restorative practices. The SWPBS model will be refined to reflect positive impact of student learning and growth. Achievement will be celebrated amongst the school community with an increased focus on the family-community partnership. School facilities will be increasingly shared within our community encouraging greater involvement by our stakeholders in the school curriculum program, Senior school provision will enable a change to a more traditional structure of primary & secondary campuses alleviating family concerns and supporting requests for a one stop learning school. With careful planning and network partnerships through a coalition of schools, students will be well placed to engage in a range of programs that suits their needs and learning. |

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| **Goal 1** | To maximise the achievement and learning growth of every student in literacy and numeracy. |
| Target 1.1 | By 2021, as a minimum the students’ relative growth in NAPLAN is at 25 per cent low growth, 50 per cent medium growth, and 25 per cent high growth in the areas of Reading, Writing and Numeracy in Years 3, 5, 7 and 9. |
| Target 1.2 | By 2021, to be at or above the NAPLAN state mean in Reading, Writing and Numeracy in Years 3, 5, 7 and 9. |
| Target 1.3 | School Staff Survey (SSS) to show:   |  |  | | --- | --- | | **DOMAIN** | **2021 target** | | Collective focus on Teaching and Learning | >90% | | Collective efficacy | >90% | | Collective responsibility | >90% | | Academic Emphasis | >90% | |
| Target 1.4 | Reduced inconsistency between the teacher judgement data and the NAPLAN data from the 2018 data in Literacy and Numeracy so that the difference is no more than 10 per cent. |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Effectively implement the Victorian Curriculum at the point of need for every student (CPA) |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Provide a viable senior secondary curriculum (CPA) |
| Key Improvement Strategy 1.c Building practice excellence | Action an evidence based teaching and learning model in a consistent manner across the school (BPE) |
| Key Improvement Strategy 1.d Curriculum planning and assessment | Build staff capacity in data literacy. (CPA) |
| **Goal 2** | To ensure student wellbeing is enabled by a supportive and productive learning environment. |
| Target 2.1 | AToSS dimensions to show:   |  |  |  | | --- | --- | --- | | **AToSS dimension** | **2018\*** | **2021 target** | | Effective Classroom behaviour | 60% | > 80% | | Effective teaching time | 70% | > 90% | | Teacher concern | 50% | > 90% | | \* is an average of the results for the Years 4–6 and Years 7–9. |  |  | |
| Target 2.2 | SSS domains to show:   |  |  |  | | --- | --- | --- | | **DOMAIN** | **2018** | **2021 target** | | Collective focus on Student Learning | 70% | >90% | | Shielding and Buffering | 49% | >80% | | Trust in students and parents | 43% | >80% | | Academic Emphasis | 40% | >90% | |
| Target 2.3 | POS Dimensions to show:   |  |  |  | | --- | --- | --- | | **Dimension** | **2018** | **2021 target** | | Confidence and resilience | 80% | > 90% | | Promoting positive behaviours | 83% | > 90% | |
| Key Improvement Strategy 2.a Setting expectations and promoting inclusion | To investigate and implement a whole school model of student behaviour management that is age appropriate and effective. (SEI) |
| Key Improvement Strategy 2.b Health and wellbeing | To ensure effective and shared leadership at all levels that supports the wellbeing of staff and students. (SHW) |
| Key Improvement Strategy 2.c Building practice excellence | To ensure effective teaching and learning practices occur within the adaptive learning spaces. (BPE) |
| **Goal 3** | To optimise the engagement of student in their learning with a focus on student agency. |
| Target 3.1 | AToSS to show:   |  |  |  | | --- | --- | --- | | **AToSS dimension** | **2018\*** | **2021 target** | | \*Student voice and agency | 52% | > 80% | | High expectations for success | 80% | > 90% | | Motivation and interest | 75% | >80% | | Differentiated learning challenge | 67% | > 80% | | Stimulating learning | 71% | > 90% | | \* is an average of the results for the Years 4–6 and Years 7–9. |  |  | |
| Target 3.2 | SSS to show:   |  |  |  | | --- | --- | --- | | **SSS dimension** | **2018** | **2021 target** | | Trust in students and parents | 43% | > 80% | | Academic emphasis | 40% | > 90% | |
| Target 3.3 | POS to show:   |  |  |  | | --- | --- | --- | | **POS Dimension** | **2018** | **2021 target** | | Student motivation and support | 66% | > 90% | | Stimulating learning | 71% | > 90% | |
| Key Improvement Strategy 3.a Intellectual engagement and self-awareness | Build a culture where teachers and students work together and student voice, agency and leadership are understood and evident. (IES) |
| Key Improvement Strategy 3.b Intellectual engagement and self-awareness | Use effective feedback strategies to gather information on students understanding, to work with students to advance student learning and to verify the impact of teaching practice. (IES) |